DOCUMENT RESUME

ED 351 883 FL 020 762

TITLE	Intermediate Russian Proficiency Test. Final Report.
INSTITUTION	Educational Testing Service, Princeton, N.J.
PUB DATE	92
NOTE	14p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Higher Education; *Language Proficiency; *Language Tests; Program Descriptions; *Russian; Secondary Education; Second Language Instruction; *Second Languages; *Test Construction

ABSTRACT

The final report chronicles activities for the two years of a grant to develop an intermediate-level test of Russian language proficiency based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. The resulting test is designed to determine proficiency levels of students with two or more years of high school Russian or up to four semesters of college Russian language instruction. Listening and reading components are in paper-and-pencil machine-scorable format, have two parallel forms, and use authentic and simulated authentic texts as stimulus material. The speaking and writing components are in free-response format. The process of test development is outlined from the formation of an advisory committee and establishment of basic test parameters and characteristics through stages of survey, item development, pretesting, item analysis, equation of the two forms, norming administrations, preparation of descriptive statistics, finalization of publication, and first distribution. Grant-related administrative tasks are also noted briefly. The Educational Testing Service form, for general distribution, that gives information on test availability, Educational Testing Service responsibilities, release of test scores, and ordering of the test is appended. (MSE)

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ED351883

INTERMEDIATE RUSSIAN PROFICIENCY TEST

FINAL REPORT

The U.S. Department of Education grant to Educational Testing Service for the development of an Intermediate Russian Test in Listening, Reading, Writing and Speaking was completed by the project's end date of August 31, 1990. Plans for the development of assessment measures have been widely shared and are being met with enthusiasm by secondary schools and post-secondary institutions. The tests and associated publications became available September 1, 1990.

The following is a summary of activities for Years 1 and 2, the complete term of the grant.

ACCOMPLISHMENTS THROUGH END OF GRANT, AUGUST 31, 1990

1. Established Advisory Committee (August 1988)

After consulting with representatives from AAASS, ATSEEL, and ACTR, the following individuals were invited and agreed to serve as members of the Advisory Committee:

Irene Thompson, Chair	George Washington University
Thomas Beyer	Middlebury College
Zita Dabars	Friends School, Baltimore, MD
John Sheehan	Winter Park High School, FL

2. Held meeting of the Advisory Committee (August 27-28, 1988)

A two-day meeting of the Advisory Committee was held at ETS in Princeton. The members of the committee are listed above. Nancy Anderson and Mariette Reed were the ETS consultants. Following are summaries of decisions pertaining to:

a. Description of the Project

This project included development of tests in listening, reading, speaking, and writing skills to allow coordinators of undergraduate Russian programs, study-abroad programs, and other interested public and private groups to assess where test candidates are able to function, based on the Russian proficiency guidelines developed by ACTFL. The test is designed to determine levels of proficiency attained by students of Russian, primarily those who have completed two or more years of high school Russian or up to and through four semesters of college Russian language instruction. The listening and reading components are in paper-and-pencil machine-scorable format, have two parallel forms, and utilize authentic and simulated authentic texts as the stimulus material. The Speaking and Writing components are in free-response format. The tests are available for distribution by ETS on a rental basis at reasonable cost. A copy of the order form is attached at Appendix A. They will be designed to be administered by institutions in two 50-minute class periods. ETS and the cooperating professional organizations, AAASS, AATSEEL, ACTR and NEH, have publicized and will continue to share information about the

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purpose and availability of the tests through regular channels as well as through special mailings and presentations at meetings of the relevant professional associations, including ACTFL. Please see Appendix B for sample releases.

b. Test Title

The Committee decided to name the test the Comprehensive Russian Proficiency Test. Two forms were developed. Each form consists of a Listening Test, a Reading Test, a Writing Test and a Speaking Test.

c. Intended Test Uses and Test Populations

The tests are available to serve the needs of secondary schools, colleges, universities and government agencies in the following ways:

1) Assessing and documenting the proficiency of Novice, Intermediate, and Advanced level students, as defined in the ACTFL guidelines;

2) Assisting with the articulation between high school and college by enabling colleges to place incoming students in the appropriate courses;

3) Selecting, placing and evaluating students for participation in immersion programs, both in the U.S. and in the Soviet Union;

4) Enabling secondary schools, colleges and universities to assess the effectiveness of their programs.

d. Proficiency Levels

The Interagency Language Roundtable Scale was used, along with the corresponding ACTFL designations of this scale. For the reading and listening skills, scores are reported as Novice (0), Novice High (0+), Intermediate (1), Intermediate High (1+), and Advanced (2) or higher. For the writing skill, scores are reported from Novice (0) through Intermediate High (1+) or higher and for the speaking skill, scores are reported as Novice (0), Novice High (0+) or Intermediate (1) or higher.

e. Stimulus Materials

The listening test consists of a contextually and thematically tied stimulus offering simulated-authentic or authentic speech with short conversational exchanges on familiar topics, weather reports, public announcements, current events reports, etc. that span the specified proficiency levels. The stimulus is spoken only once. There are no more than three items in English based on a single listening segment. The stimulus is given on a master tape; the items appear in a test booklet.

The reading test is based on authentic and simulated-authentic materials of both traditional and non-traditional varieties at the indicated proficiency levels. The non-traditional stimuli include receipts, vouchers, ticket stubs, ads, headlines, handwritten notes, entertainment guides, etc. Most stimuli are associated with one or two items in English, but might cover as many as

three. Both the stimulus and the items appear in a test booklet. All stimulus materials are ordered after the items themselves, permitting students to know more readily what information they are seeking. A common answer sheet for listening and reading is provided.

The speaking test is designed to follow the format of an oral proficiency interview to the greatest degree possible via a "canned" conversation test. In other words, students are addressed directly by means of a timed master tape and record the responses they offer on their end of the "conversation" on a separate tape. The "conversation" explores the functions and topics related to the specified proficiency levels.

For the writing test, students are asked to produce three different kinds of writing--a list, a note and a letter--based on a single theme.

f. Item Types

-Questions for Listening and Reading are in the multiple-choice format (4 options).

-Questions and choices for Listening and Reading are presented in English since, for English speakers, this results in a purer test of the skills being measured, reduces variables introduced by comprehension of the questions, and decreases time needed for the whole test.

-Questions for Listening and Reading are not of such general knowledge that the answers are likely to be known before hearing or reading the stimulus material.

-The entire Listening Test is presented within a thematic context but with a variety of internal lexical domains.

-Questions for Writing are free-response, presented in English and with a thematic context.

-Questions for Speaking are spoken once in Russian on a tape. A context is provided in English.

g. Additional Test Specifications

Listening Test

Levels tested: Novice (0) through Advanced (2) or higher
Time: 15 minutes
No. of questions: 22

Reading Test

Levels tested: Novice (0) through Advanced (2) or higher
Time: 30 minutes
No. of questions: 40

Writing Test

Levels tested: Novice (0) through Intermediate High (1+) or higher
Time: 30 minutes
No. of questions: 3 free-response exercises (a list, a note and a letter)

Speaking Test

Levels tested: Novice (0) through Intermediate (1) or higher
Time: 15 minutes
No. of questions: A series of questions in which the candidate assumes the role of one of two speakers in a conversation.

h. Development committee members

The Advisory Committee recommended a list of potential Development Committee members from which appointments were made.

The minutes of the Advisory Committee meeting are attached as Appendix C.

3. Survey of Secondary Schools and Colleges (October 1988)

In order to obtain the broadest input from teachers of Russian, information about the test was sent to ACTR and ATSEEL secondary school and college members inviting them to react to the prospectus and to express an interest in pretesting in Spring 1989. ETS prepared a description of the project, a prospectus of the tests and a brief questionnaire, which were mailed in October (see Appendix D). Returns from the questionnaire yielded a potential pool of over 5,000 student candidates from 252 institutions that indicated an interest in receiving an invitation for pretesting.

4. Appointed Test Development Committee (late October-early November 1988)

The following individuals were invited and served on the Test Development Committee:

Sandra Rosengrant, Chair	Oregon State University
Regina Avrashov	University of Colorado, Boulder
Daniel Desmond	Centennial High School, Ellicott City, MD
Olga Kagan	University of California at Los Angeles
Irene Thompson	George Washington University

5. Distributed assignments (late October)

ETS prepared item-writing materials for the Development Committee and made assignments.

6. Members of the Test Development committee reviewed the items by mail (November 1988)

Comments from a number of committee members were received prior to the November meeting. Another round of reviews and revisions took place by mail after that meeting. One committee member resigned just before the meeting and

had not done his assignment. The committee was fortunate that Irene Thompson was willing to join as member and assume a large portion of the work.

7. Held meeting of the Test Development Committee (November 17-19, 1988)

It was difficult to find a mutually convenient date for the meeting. Arrangements were made to meet in Monterey during the annual meeting of the American Council on the Teaching of Foreign Languages. ACTFL was kind enough to donate the meeting space to the project. The minutes of the Development Committee meeting are attached as Appendix E.

8. Itemwriting assignments were made to item writers (November 1988)

Some additional materials were still needed after the committee meeting, primarily for the Reading Test and for the student descriptive materials. Assignments were made to outside itemwriters.

9. All materials for the test booklets and scripts were loaded onto a word processor (December 1988-March 1989)

Loading all English and Russian materials onto a word processor at this point facilitated subsequent changes and will also facilitate changes which will be required in Year 2 of the project to prepare the final test forms for the norming administration and for future availability to the profession.

10. Invitations for pretesting mailed (January 1989)

Invitations were sent to high schools and colleges who had expressed an interest in administering experimental forms of the test to their students. Sixty-five schools and fifty colleges expressed plans to participate between April 24 - May 31, 1989.

11. Co-program directors held meetings with statistical analysis staff (September, November, 1988 and January, 1989)

A main topic to be resolved was how to put the tests on the proficiency scale. Samuel Livingston, the Russian Proficiency Project statistician, recommended the possibility of using Item Response Theory (IRT) to accomplish this task. Robert Mislevy, a specialist in IRT was, upon Mr. Livingston's suggestion, asked to provide consultation. As a result of this meeting between the statisticians and the program directors, a decision was made that using IRT methods would be preferable to the direct teacher assessment method which was described in the original proposal. Operational difficulties were thus greatly reduced and the additional burden otherwise placed on classroom teachers was eliminated. Although use of IRT, which is considered to be very reliable cost considerably more in statistical time than originally estimated, the cost was partially offset by payments not needed to compensate teachers for handling direct assessments. A description of the statistical procedures, written by Samuel Livingston, is contained on pages 8-19 of the Test Manual. Mr. Livingston visited the Russian Proficiency Sub-committee at its February meeting and described the process. The IRT process was assumed in the revised Year 2 budget.

12. Meeting of Sub-committee at ETS (February 24-25, 1989)

The Sub-committee members were Thomas Beyer and Irene Thompson. The main purpose of the meeting was to make a final selection of the test materials and to do a tentative assembly of two forms of the tests so that they would be comparable in content and also parallel in difficulty level. The minutes of this meeting are attached as Appendix F.

13. Original stimulus materials produced by ETS artist (February-March 1989)

Many of the original texts to be used as stimulus materials for the Reading Test, such as tickets, forms, etc. had to be redone to produce an acceptable quality for printing.

14. Held recording sessions (March 1989)

The recording sessions were directed by Professor Thompson and held in Washington, D.C. where the appropriate voices were available locally. A considerable amount of editing of the tapes was required. This work was done at a recording studio in Princeton, New Jersey. Committee members expressed great satisfaction with the language as it was spoken and the quality of the tapes.

15. Conducted pretest administrations (March 15 - April 1989)

Pretests for both forms were administered in all four language skills to over 1500 students representing secondary schools, colleges and universities throughout the nation. The demand was greater than anticipated, and additional tests had to be printed. However, some test shipments were returned unused for reasons of timing. To have tests available in February and early March would have yielded an even larger number of cases. An earlier March date was the target for the norming administrations to begin in Spring 1990.

16. Answered request for continuation of grant and mid-year report (May 22, 1989)

An Application for Federal Funds (SF-424), an associated budget, and a mid-year report for Year 1 were sent to the Grants Officer.

17. Mailed letter accepting partial funding (June 1, 1989)

ETS received a phone call that only partial funding of $26,733 is available at this time. Apparently forms which were mailed never reached ETS. Upon advice from the Department of Education, ETS sent a letter on June 1, 1989 which confirmed the telephone conversations which had taken place related to the funding.

18. Prepared item analyses (July and August 1989)

Statistical analysis staff prepared detailed item analyses for the listening and reading pretests. The data were based on 805 students for Form 3LPRX1 and 695 students for Form 3LPRX2. The results provided important

information for the Sub-Committee meeting at which the final tests were assembled.

19. Held a Reading/Grading session at Bryn Mawr college (July 6 and 7, 1989)

Since the statistical redesign of the project involving Item Response Theory is such that it was not necessary to train teachers to make direct student assessments of proficiency levels, we were able to grade a sample of Writing and Speaking Pretests. Ms. Dabars, a member of the Test Development committee, arranged to allow ETS to hold a Reading/Grading Session with teachers participating in an NEH Russian Institute at Bryn Mawr College. The teachers had been trained in proficiency prior to the two days of reading the Writing pretests and grading the Speaking pretest tapes. The feedback resulting from this Reading provided valuable information for the Test Development Sub-Committee in making decisions, including modifications, for the final test forms. Professor Kagan of the Test Development Committee and Mark Epstein of ETS worked with the Writing Group. Professor Thompson of the Test Development Committee and Mariette Reed of ETS worked with the Speaking Group.

20. Conducted equating administrations (July and August 1989)

In order to do a statistical equating of the two test forms to each other, special equating administrations were planned. The Listening Tests were administered at Norwich University in Vermont. Each student took both forms of the test. Half of the group took one form first, and the other half took the other form first. The Reading Tests were administered in the same way at the University of Indiana, but those results, unfortunately, can not be used because no record was kept of which students took which form first. Tests were not mailed early enough for Middlebury College to be able to participate as originally planned.

21. Held Test Development Sub-Committee Meeting (August 26 and 27, 1989)

The Test Development Sub-Committee was the last formal meeting of the committee under the terms of the grant and provided an opportunity to approve the final forms of the tests, determine the item proficiency levels and probability statements needed for the Item Response Theory analyses and discuss publications related to the tests. Please see the minutes of the meeting attached as Appendix E.

22. Sent revised partial budget and required forms to Grants Office (September 12, 1989)

In early September, the Grants Office reported to ETS that $4,319 was to be added to the partial funding making a revised budget of $31,092. A new budget for that amount and the required forms were sent to the grants office on September 12, 1989. The Department of Education was informed that the balance of Year 2 funds must be received in November or work on the program must be curtailed.

23. Test revisions for final form (September 1989)

Corrections and revisions to the test questions, directions and artwork were started. Other plans were put on hold pending further information on funding.

24. Presentation at annual meeting of American Association of Slavic and Eastern European Languages (AATSEEL) (December 1989)

An overview of the development of the new tests and their availability was made at a proficiency panel at the annual meeting of AATSEEL on December 28, in Washington, DC. The presentation was made by Mariette Reed, Project Co-Director.

25. Analysis of Year 1 budget and Year 1 plus 1 month report to Grants Office (February 1990)

The budget for Year 1 was $77,409. Expenses through August 31, 1989 were $87,795. The difference was attributable to timing, because the Sub-Committee Meeting had to be held in August instead of September.

A new Year 2 budget for $40,564 was also submitted with that mailing as had been requested. It represented the difference between the total Year 2 budget of $71,656 and the $31,092 which has already been funded.

26. Publication of tests

Final revisions (January and February 1990) were made to the test booklets and the taped materials, including a rerecording of the English directions for the Listening and Speaking Tests. The final edition of the test booklets were printed and new edited cassettes were produced. Due to strong demand for participation in the norming administration, Listening and Reading booklets had to be reprinted.

27. Norming administrations
(March-May 1990)

Norming administrations were held for the Listening and Reading Tests from March 5 through May 15 in 49 secondary schools and 41 colleges and universities throughout the United States. The list of participating institutions is printed on page 19 of the Test Manual. The numbers of students were quite evenly distributed between both forms of each skill. The tests were administered to a total of 1,419 secondary school students and 1,143 college and university students. See Appendix G for norming invitation mailing.

28. Preparation of descriptive statistics
(June-July 1990)

Analyses were prepared by ETS Statistical staff, led by Skip Livingston, for use by schools and colleges in evaluating their students and their programs. The procedures are described, and the interpretive materials are printed in the Test Manual.

29. Preparation of Publications
(August 1990)

Three publications were finalized and printed in August: (1) the Order Form, that includes a summary of the test purposes and the program's services, (2) the Student Handbook, that includes sample test questions and the ACTFL Proficiency Guidelines (see Attachment H) and (3) the Test Manual, (see Attachment I) that includes directions for administrators and for scoring the writing and speaking tests.

30. Completion of final project report

This report to the U.S. Department of Education was drafted in August and completed at the beginning of September.

31. ETS Comprehensive Russian Proficiency Test Orders
(Effective September 1, 1990)

In early September, all publications were turned over to the ETS Language Programs Office, Russian Program, mailstop U378. This is the office responsible for the operational aspects, including test orders. This office plans a national mailing of descriptive materials and the order form in September 1990.

Ford Foundation has funded a three-year ACTR-FORD Institute for secondary school teachers of Russian to be held at Bryn Mawr College. This will provide an excellent opportunity for training teachers to score the new Comprehensive Russian Writing and Speaking Proficiency Tests. Other intensive summer school institutes with large concentrations of Russian teachers are likely to provide similar opportunities for post-secondary school teachers.

ANALYSIS OF TOTAL PROJECT BUDGET

The two-year project that ran from September 1, 1988 through August 31, 1990 was completed within budget. The Year 1 budget was $77,409, and the Year 2 budget was $71,656, making a total two-year budget of $149,065. The total two-year costs were $148,780.

COMPREHENSIVE RUSSIAN PROFICIENCY TEST

Educational Testing Service
International Testing and Training Programs
P.O. Box 6155
Princeton, NJ 08541-6155, U.S.A.

Educational Testing Service and the International Testing and Training Programs make available the Comprehensive Russian Proficiency Test (CRPT) in Listening, Reading, Writing, and Speaking. The Comprehensive Russian Proficiency Test was developed by Educational Testing Service (ETS) under a grant from the U.S. Department of Education with the assistance of a four-member advisory committee, consisting of Thomas Beyer (Middlebury College), Zita Dabars (Friends School, Baltimore, MD), John Sheehan (Winter Park High School, Winter Park, FL), and Irene Thompson (George Washington University) as chair.

The purpose of the CRPT test is to evaluate the Russian proficiency of people whose native language is not Russian. The test will serve the needs of colleges, universities, and government agencies in the following ways:

- assessing and documenting the ability of Novice and Intermediate level students for all skills, as well as Advanced level students for the Listening and Reading skills, according to the ACTFL guidelines
- assisting high school or college matriculation by enabling colleges to place incoming students in the appropriate courses
- selecting, placing, and evaluating students for participation in immersion programs, both in the U.S. and in the Soviet Union
- enabling secondary schools, colleges, and universities to assess the effectiveness of their programs

Two equivalent versions of the test have been prepared, permitting pre- and posttesting. Norming information based on data obtained from test administrations at high schools and colleges in the United States is provided. Total testing time, including test-taking instructions and collection of test materials, should be slightly less than two hours.

Ordering Test Materials

The Comprehensive Russian Proficiency Test in Listening, Reading, Writing, and Speaking is available for administration by institutions on dates of their choice. Procedures for ordering the test, and a summary of the responsibilities of the administering institution and Educational Testing Service (ETS), are given below.

Shipments of testing materials will include test books, at least two copies each of the Listening and/or Speaking test audiotape cassettes, answer sheets, blank audiotape cassettes for recording examinees' speaking responses, copies of the **Student Handbook**, one or more copies of the CRPT **Test Manual**, and envelopes for the return of used and unused testing materials to ETS.

1. Orders for testing materials may be placed by recognized academic institutions or Russian language teaching programs, including those of government agencies, within the United States or overseas.
2. Testing materials must be requested by the institution on the attached CRPT order form, and the order form must be received at ETS no later than three weeks prior to the intended test date.
3. The number of students to be tested should be carefully determined at the time of the initial order. ETS will ship an appropriate number of the test books, answer sheets, and **Student Handbooks** according to the number of tests ordered.

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Two cassette recordings for the listening comprehension section of the test will be provided. If more than 50 test books are ordered, additional cassettes will be included in the shipment. Each shipment of materials will include one or more copies of the CRPT **Test Manual**.

4. Preference for Form 1 or Form 2 should be indicated on the order form. Selection of a form is important when pre- or posttesting the same group of students as it is generally advisable to use one form of the test for pretesting and another form for posttesting. Testing materials must be ordered on separate order forms for the pretesting and posttesting dates.

5. An official purchase order or payment must be submitted with the order form. There is a minimum fee of US$50 per order. Per-student fees are as follows: US$20 for all four skills; US$15 for Listening and Reading only; US$10 for Writing and Speaking only. A 20 percent shipping and handling surcharge must also be included in payments for all overseas shipments.

   United States: A check or money order must be made payable to Educational Testing Service. If regulations prohibit prepayment, billing instructions, including any required purchase authorization, should be given on the order form.

   Overseas: All order forms from an overseas institution must be prepaid by a bank check or bank draft drawn on a bank in the United States.

Summary of Responsibilities

The institution must agree to assume responsibility for:

- maintaining the security of the tests before, during, and after the administration
- distributing a copy of the **Student Handbook** to each person scheduled to be tested in advance of the test date
- conducting the administration of the test in accordance with the policies and procedures outlined in the CRPT **Test Manual**
- providing the necessary testing facilities (including audio cassette playback and recording equipment) and supervision without charge to ETS
- scoring the written responses for the Writing section and the recorded responses for the Speaking section
- providing each student tested with an individual copy of his or her test scores
- adhering to the ETS policy regarding release of individual score information (see page 3) for preserving the confidentiality of the scores released by ETS to the institution
- return all used and unused test materials and the required Administrator's Report Form within three days of the test administration

Educational Testing Service agrees to be responsible for:

- supplying the institution with test books, answer sheets, cassette recordings, blank student cassettes, the **Student Handbook**, and CRPT **Test Manual** in quantities sufficient for the administration
- paying the outgoing shipping charges (except for materials shipped via priority service, i.e., special delivery or overseas airmail)
- mailing score reports for the Listening and Reading sections of the tests, in roster format, to the institution within ten working days after the answer sheets are received at ETS/Princeton. The roster will provide individual examinee scores and proficiency ratings and will consist of two copies, one copy for the institution's files and one copy perforated between individual records for distribution to the examinees
- providing information in the CRPT **Test Manual** to assist institution staff in scoring the responses for the Writing and Speaking sections of the test

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ETS POLICY REGARDING RELEASE OF INDIVIDUAL SCORE INFORMATION

Scores and proficiency level ratings reported for the Comprehensive Russian Proficiency Test are governed by an ETS policy requiring that information about an individual will be released only with the informed consent of that individual. Moreover, ETS will release the reports to an institution only after an authorized representative of that institution agrees to the following conditions:

1. The institution will keep such data about an individual on a secure basis and will restrict access to such information to recipients authorized by the individual.

2. The institution will forward such information about an individual to other institutions or organizations only upon receipt of written authorization from the individual.

It is suggested that institutions obtain a general written authorization from each student to the effect that certain faculty members and others directly concerned with the student's education may have access to this information. The signature of the institution's representative on the CRPT order form constitutes agreement to the conditions stated above.

NOTE: It is also ETS policy not to release, in any form, information gathered through the CRPT program about participating institutions that may be identified with the institutions unless ETS receives written authorization from the institutions.

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COMPREHENSIVE RUSSIAN PROFICIENCY TEST

APPENDIX A

From: _____
Name of Institution

_____
City, State/Province/District

_____
Country, Zip/Postal Code

_____
Telephone Number

Test Date: _____

Please print or type the following information:

Ship to:

_____
Name

_____
Title

_____
Institution

_____
Street

_____
City

_____
State/Province/District

_____
Country, Zip/Postal Code

Bill to:

_____
Name

_____
Title

_____
Institution

_____
Street

_____
City

_____
State/Province/District

_____
Country, Zip/Postal Code

TEST MATERIALS ORDERED: Minimum fee of US$50 per order

	Number of Test Books Ordered	Price
All four skills* $25 x		
Reading and Listening only* $17 x		
Writing and Speaking only $10 x		
Subtotal ▶		
Shipping & handling surcharge, overseas orders: add 20 percent ▶		
Total Order ▶		

Test Form Requested:

Form 1 ☐
Form 2 ☐

Payment Enclosed: ☐

Purchase Order
_____

*Scoring service for the Listening and Reading sections included. Payment or an official purchase order must accompany your order. Payment may be made by a bank check or bank draft drawn on a United States bank, or an international money order, made payable to:
Educational Testing Service—CRPT (see page 2 of this announcement).

We agree to adhere strictly to the standard procedures outlined by Educational Testing Service for

(1) administering the test
(2) protecting its security
(3) returning all test materials and the required supervisor's report promptly
(4) assuring the confidentiality of information about individuals

We also agree to distribute the **Student Handbook** to our students prior to the test date.

We understand that our institution will bear all expenses connected with the test administration, and that we will prepay or submit an official purchase order for the number of test books ordered.

_____
Signature of administrative official placing order

_____
Title

_____
Date

THIS ORDER FORM MUST REACH THE CRPT PROGRAM OFFICE THREE WEEKS BEFORE THE REQUESTED TEST DATE.

Mail this order form and payment or purchase order to:

ETS/Comprehensive Russian Proficiency Test
International Testing and Training Programs
P.O. Box 6155
Princeton, NJ 08541-6155

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